Pupil premium strategy statement

Tiger Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	46.2%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025 2026 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lloyd Williams-Jones
Pupil premium lead	Danielle Abley
Governor / Trustee lead	David Ball

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,128
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£5,087
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£245,215

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils

- Close the attainment gap between pupils eligible for Pupil Premium (PP) and their non-PP peers in reading, writing and mathematics so that PP pupils make at least expected progress and reach school KPI attainment targets by the end of the three-year strategy cycle.
- Improve attendance and reduce persistent absence for disadvantaged pupils so they access high-quality classroom teaching consistently.
- Broaden disadvantaged pupils' life experiences, cultural capital and access to reading materials so that their vocabulary, background knowledge and motivation for learning rise in step with classroom progress.
- Ensure disadvantaged pupils with SEND or EAL receive timely, high-quality, evidence-based support so that barriers to learning are identified early and addressed effectively.

How this strategy works towards those objectives

- A tiered approach, aligned to the DfE Menu of Approaches and the EEF Guide to the Pupil Premium, prioritises: (1) high-quality teaching school-wide, (2) targeted academic support for pupils who are behind or at risk, and (3) wider strategies to remove non-academic barriers (attendance, cultural capital, wellbeing).
- Activities are evidence-led, drawing primarily on Education Endowment Foundation (EEF) guidance and related rigorous evaluations. Activities are selected and sequenced to: improve teacher practice (so fewer pupils need remediation), identify and target pupils with structured interventions (tuition, small-group work, structured literacy), and remove external barriers (attendance work, enrichment and access to books).
- Implementation is staged and monitored with clear success criteria, pupil-level targets, termly progress reviews, and regular reporting to governors and the Trust.

Key principles of the strategy

- Use evidence to decide: approaches are selected because of robust research (EEF) showing likely impact for disadvantaged pupils.

- Start with teaching: invest first in CPD, curriculum leadership and classroom practice so that high-quality teaching benefits all pupils and reduces the scale of targeted interventions needed.
- Diagnose before intervening: use assessment (standardised and formative) to identify precise gaps (decoding, comprehension, number fluency, vocabulary) and match interventions accordingly.
- Targeted, time-limited support: interventions (tuition, small groups) supplement classroom teaching and are explicitly linked to the curriculum and progress measures.
- Whole-school, inclusive approach: reduce stigma by combining universal and targeted provision; ensure equitable access to enrichment and resources.
- Monitor impact and adapt: measure uptake, attendance, progress and wellbeing; adapt provision quickly where it underperforms.
- This strategy aligns with areas of the 2025 OFSTED framework (Curriculum and Teaching; Achievement; Personal Development and Well-being; Attendance and Behaviour; Early Years; SEND; Leadership & Governance). The approaches and success criteria are framed to demonstrate intent, implementation and impact for disadvantaged pupils in evidence and inspection cycles.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment gap: Pupil Premium pupils show substantially lower attainment at Expected+ in reading, writing and maths (52% EXS+ for PP vs 90% EXS+ for non-PP).
2	Attendance and punctuality: overall absence and persistent absence remain high for disadvantaged pupils (school context: 7.5% absence rate; 27.2% persistent absence). Lower attendance reduces exposure to high-quality teaching and targeted support.
3	Limited life experiences and cultural capital: disadvantaged pupils have fewer curriculum-linked enrichment experiences and lower uptake of extracurricular opportunities, limiting background knowledge, vocabulary and motivation.
4	Reading access and early reading consistency: gaps in reading exposure, vocabulary and access to books at home and school (including some

	inconsistencies in early reading and phonics implementation) reduce reading comprehension and fluency for PP pupils.
5	SEND identification and timely support for vulnerable disadvantaged pupils: some pupils with SEND have not previously been identified early enough for effective adaptation and targeted interventions.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Narrow the attainment gap in R/W/M for PP pupils	- By end of the current academic cycle, KS1/KS2 PP Expected+ increases from 52% to at least 75% in each of reading, writing and maths, reducing the gap to no more than 10 percentage points vs non-PP. - Termly assessment and progress measures show PP pupils making at least similar rates of progress as non-PP peers (no negative progress gap). - KS2 KPI targets for whole-cohort and PP subgroup monitored; targeted cohorts show accelerated progress.
2. Improve attendance and reduce persistent absence among PP pupils	- Whole-school attendance rises to ≥94% with PP subgroup attendance improving to within 1 percentage point of whole-cohort average. - Persistent absence for PP pupils reduced from 27.2% to ≤18% within two years (school improvement priority target). - Termly attendance action plans implemented for individual families with measurable improvement (attendance casework logs show actions and outcomes).
3. Increase disadvantaged pupils' cultural capital and enrichment participation	- 100% of PP pupils participate in at least one funded enrichment or Tiger 12 entitlement activity each year. - Termly pupil voice and enrichment logs show improved awareness and vocabulary linked to trips/experiences.
4. Improve access to reading books and engagement in reading	- Home reading engagement for PP pupils rises (evidence: reading logs, parent surveys).
5. Timely identification and support for disadvantaged pupils with SEND	- Early screening and graduated response reduce time from concern to intervention (target: initial assessment and plan within 6 weeks of flag).

	- Individualised SEND provision plans show progress against SMART targets; PP+SEND pupils make measurable progress in identified areas.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part funding of the salaries of specific staff: • Leadership • Admin/finance • SEND Staff • Teaching assistants	21% of our disadvantaged pupils have SEN. By employing TA's specifically to support the SENCO we can ensure they are receiving the best possible support. It has been identified that the wellbeing and readiness to learn of a large majority of our children is a major barrier to progress. The Family Liaison Officer and Safeguarding support ensure we can reach out and support these vulnerable families. The SEND team ensures swift identification of needs, early on.	All
Whole-school CPD programme on writing . Includes twilight training, modelling, lesson study cycles and coaching for all teachers.	EEF: Reading comprehension strategies (high impact, +7 months) recommends explicit modelling, strategy instruction and integration with vocabulary and knowledge-building; EEF oral language guidance emphasises talk and vocabulary teaching as foundational for comprehension Education Endowment Foundation — Reading comprehension strategies, Education Endowment Foundation — Oral language interventions	1, 4
Phonics fidelity and early reading consistency: continue to embed a validated systematic synthetic phonics programme (daily, small-group keep-up) with structured assessment checkpoints and TA training to deliver targeted catch-up.	EEF Guide to Pupil Premium and Teaching & Learning Toolkit evidence for phonics: targeted phonics interventions are particularly effective for disadvantaged pupils (+5 months for phonics). See EEF guidance on early reading and NELI as an example of targeted early language intervention Education Endowment Foundation — Guide to the Pupil Premium, Education Endowment Foundation — One to one	4, 1

	tuition (references to NELI in EEF resources)	
Curriculum leadership time (release and training) for subject leads to implement the 3 I's (Intent–Implementation–Impact) and to run termly subject reviews and governor "PP snapshots".	EEF Guide to the Pupil Premium recommends investment in curriculum leadership and monitoring to ensure high-quality teaching is sustained and aligns with Pupil Premium priorities Education Endowment Foundation — Guide to the Pupil Premium	1, 5
Coaching and in-school mentoring programme for early career teachers and those teaching key PP cohorts (maths & writing focus), including modelling of I do/We do/You do and formative assessment use.	EEF evidence: improving teacher effectiveness is the highest-leverage approach; effective CPD, coaching and targeted professional development improve pupil outcomes (EEF Guide and Implementation guidance). Coaching supports sustainability of classroom change Education Endowment Foundation — Guide to the Pupil Premium	1

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group and 1:1 precision teaching programme for PP pupils below age-related expectations in reading and maths (termly	EEF: One-to-one tuition ~+5 months; small-group tuition ~+4 months when linked to classroom teaching and targeted to diagnosed gaps. EEF tutoring guidance emphasises diagnostic assessment, curriculum alignment and monitoring Education Endowment Foundation — One to one tuition	1

cycles of 8–12 weeks.		
Precision teaching and bespoke SEND-targeted interventions led by SENCo (small-group or 1:1 for PP pupils with SEND), with clear baseline, targets and review cycle every 6–8 weeks.	EEF: Teaching assistant interventions and structured, targeted small-group work can be effective when well-trained and linked to teacher planning. Precision teaching and graduated response aligned to evidence for individualised instruction and TA deployment Education Endowment Foundation — One to one tuition; Teaching & Learning Toolkit (TA interventions)	5, 1
Peer reading buddies programme (older pupils supporting younger PP readers; includes tutor training and monitoring).	EEF: Peer tutoring can have positive effects (~+5 months) and helps both tutees and tutors; effective when structured and monitored [EEF Teaching & Learning Toolkit summary on peer tutoring / collaborative learning] [Education Endowment Foundation — Guide to the Pupil Premium (peer tutoring references)](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151)	1, 4

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed

Attendance strategy: appoint/allocate external attendance to support to support the attendance team to drive a whole-school attendance system: monitoring, family outreach, tailored plans, incentives, and rapid escalation. Use EEF's six theme approach and the attendance reflection tool to guide practice.	EEF guidance on supporting school attendance outlines evidence-informed themes (monitoring, working with families, tailored support, leadership) and practical tools for school attendance teams Education Endowment Foundation — Supporting school attendance	2
Family engagement and attendance support package: targeted home visits, attendance contracts, mentoring, and practical support (uniform, breakfast club, transport subsidies for vulnerable families) to remove structural barriers to attendance.	EEF: Attendance guidance recommends family-focused approaches and building belonging; parental engagement evidence (+4 months) supports involvement and practical support tailored to barriers Education Endowment Foundation — Supporting school attendance, Education Endowment Foundation — Guide to the Pupil Premium	2
Universal and targeted enrichment: fully funded "Tiger 12" entitlement for PP pupils (gallery visit, coastline fieldwork, Parliament visit, music and sport peripatetic lessons, residential experiences where relevant) plus in-school cultural visitors and linked curriculum follow-up. Guarantee no cost barrier for PP families.	EEF: Trials such as Children's University indicate enrichment and sustained extra-curricular participation can improve attainment and non-cognitive skills; arts participation shows moderate benefits (+3 months) and supports engagement and cultural capital Education Endowment Foundation — Children's University / enrichment evidence	3
Library and book access programme: increase school-owned book stock (class libraries, home reading packs for PP pupils), weekly library sessions, "book vending" rewards expansion and home reading incentives; school to run targeted	EEF: Reading comprehension and oral language guidance emphasise access to texts and wide reading as important; improving reading environment and access to books is associated with improved engagement and reading outcomes in the EEF reading resources Education Endowment Foundation — Reading comprehension strategies; Oral language interventions, Education Endowment	3, 4

book-giveaways each term.	Foundation — Oral language interventions	
Breakfast club and targeted uniform/kit funding for PP pupils at risk of poor attendance/engagement; funded places to reduce morning barriers and support punctual arrival.	EEF attendance guidance suggests removing barriers (food/transport) as part of whole-school attendance improvement; practical supports reduce absence risk and increase readiness to learn Education Endowment Foundation — Supporting school attendance	2
Targeted pastoral provision and Social, Emotional and Mental Health (SEMH) support: ELSA-trained staff, small-group Social & Emotional Learning (SEL) programmes and mentoring for PP pupils with behavioural or wellbeing barriers.	EEF: SEL interventions produce around +4 months' progress and are particularly important for disadvantaged pupils; SEL can improve self-regulation and reduce classroom barriers to learning Education Endowment Foundation — Teaching & Learning Toolkit (Social and Emotional Learning) (see EEF Guide and SEL summaries)	2, 5
Parent workshops and reading support sessions to build parental confidence in supporting reading and phonics; targeted sessions for PP families (timings and childcare provided).	EEF: Parental engagement interventions can have positive impacts (+4 months) when they are well-designed, accessible and targeted to reach disadvantaged families Education Endowment Foundation — Guide to the Pupil Premium; parental engagement strand	4, 2

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Activity	RAG	Comment
Funding of a Counsellor and SEL programmes		Counselling and SEL support have positively impacted pupils' wellbeing, behaviour, and readiness to learn, especially for disadvantaged pupils with SEMH needs. Evidence shows improved social skills, academic performance, reduced emotional distress, behaviour incidents, alongside better teacher wellbeing and classroom climate.
Part funding of salary for Leadership, Finance, Admin, and Teaching Assistants		Targeted staffing support, including TAs supporting the SENCO, has ensured effective provision for disadvantaged pupils, particularly those with SEND (17%). Family Liaison and Safeguarding support have addressed wellbeing and readiness to learn, key barriers to progress. This investment has enabled personalised support and improved engagement.
Partially fund school trips and visits, including residential trips		Funding ensured disadvantaged pupils had equal access to trips and residential visits, supporting social inclusion and enriching personal development and cultural capital.
All classes to participate in at least one trip to enhance cultural capital		Every class engaged in at least one educational visit, broadening pupils' experiences and supporting curriculum relevance and engagement through real-world learning contexts.
Pupils to have a greater range of books at home via mobile library visits		Mobile library visits each term have increased access to diverse reading materials, encouraging reading for pleasure and improving literacy skills. For the year groups who did not access the mobile library, book corners, the vending machine and school library were kept current and up to date. This addresses limited home reading opportunities and supports narrowing the attainment gap.

Targeted Interventions: Despite the challenges faced, the school implemented targeted interventions that were evidence-based, leading to measurable improvements in specific areas for some Pupil Premium pupils. For instance, small-group tutoring and tailored support in reading and mathematics may have shown positive impacts on those who participated.

Professional Development: The focus on high-quality teaching through professional development for staff has likely enhanced teaching practises across the school. This investment in CPD can lead to sustained improvements in pupil outcomes, benefiting all learners, including those eligible for Pupil Premium.

Increased Awareness of Barriers: The strategy has raised awareness among staff about the specific challenges faced by disadvantaged pupils, leading to more inclusive practises and a commitment to closing the attainment gap. This cultural shift can have long-term benefits for pupil engagement and achievement.

Enhanced Support Structures: The establishment of support structures, such as mentoring programmes and additional resources for pupils with SEND, has likely contributed to a more supportive learning environment. This can have a positive impact on the overall wellbeing and academic performance of disadvantaged pupils.

Parental Engagement: Efforts to engage parents, such as workshops and communication about supporting their children's learning, may have fostered a stronger home-school partnership. This engagement can lead to improved pupil outcomes and a more supportive learning environment.

Monitoring and Evaluation: The school has committed to regular monitoring and evaluation of the Pupil Premium strategy, allowing for adaptations to be made based on data. This responsiveness can lead to continuous improvement in the effectiveness of interventions and support.

Wider Issues: Analysis of attendance data revealed an overall absence rate of 7.5% for PP pupils, with a concerning persistent absence rate of 27.2%. These attendance figures correlate with lower engagement and academic performance, necessitating a strategic focus on attendance improvement.

In the previous academic year, disadvantaged pupils, specifically those eligible for the Pupil Premium, demonstrated notable challenges in their academic performance. Data from national assessments revealed that only 52% of Pupil Premium (PP) pupils achieved at least the Expected Standard (EXS+) in reading, writing, and mathematics. This figure starkly contrasts with the 90% achievement rate of their non-Pupil Premium peers, indicating a significant attainment gap that requires immediate attention. Due to this, we have altered our three year pupil premium plan, to widely focus on the attendance of these pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	N/A